

College Clothing Major ‘Production-teaching Integration’ Teaching Reform Exploration

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Abstract: The major of clothing in colleges and universities undertakes the important mission of providing talents for garment enterprises. As a collection of theoretical learning and practical operation, clothing major is of great significance to carry out the teaching reform of “production-teaching integration”. In view of the existing problems, this article puts forward some suggestions on the implementation of the teaching reform of “production-teaching integration” for college clothing majors.

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1 Introduction

Clothing industry is a traditional pillar industry of national economy and an important industry of people’s livelihood. With the development of social economy, people’s living standards are improving gradually. People’s requirements for comfort, style and fabric of clothes are becoming increasingly complex and diversified. The increasingly fierce competition in the garment industry also makes the garment enterprises have higher requirements on talents.

The major of clothing in colleges and universities undertakes the important mission of providing talents for garment enterprises. It is an inevitable choice for the development of college clothing major to improve the employment quality of graduates majoring in clothing, train both theoretical learning and practical operation ability, carry out reasonable teaching reform of clothing major, and deepen the integration of production and

education.

2 The necessity of the teaching reform of “industry-teaching integration” of clothing major

“Industry-education integration” refers to the cooperative relationship and mechanism of resource sharing, complementary advantages and demand docking established by industries, enterprises and universities for their own development needs. Its essence is to realize the integration of production and education through the construction of interest community^[1]. With the characteristics of clothing major integrating theoretical study and practical operation, it is of great significance to carry out the integration of production and teaching.

2.1 The need of applicable talents training

At present, there is the problem of disconnection between garment talent training and enterprise demand. Clothing enterprises cannot find the suitable talent and clothing graduates cannot find a satisfactory job. The main reason for this phenomenon is that students’ practical ability and innovation ability are low, and they lack the ability to solve problems with the knowledge and skills they have learned. Using the teaching method of “production-teaching integration”, students can deepen their learning and understanding of theoretical knowledge, improve their proficiency in knowledge application, and innovate their own design ideas in practice.

2.2 The need for the improvement of “double-qualified” teachers

Teachers can improve their academic level and business

ability through practical training and participation in enterprise technology development and product upgrading, as well as understand the industry and enterprise development philosophy, technology and cutting-edge information, enrich the content of classroom teaching, improve the teaching art and means of teachers, and accelerate the pace of change to “double-qualified” teachers with both teaching qualifications and professional qualifications. From the point of view of the enterprise, the intellectual support of students and teachers also improves their innovation ability.

2.3 The need of economic development

The implementation of the teaching reform of “industry-education integration” can create opportunities for students to study in part-time and create wealth value while improving students’ skills. At the same time, school professional development can also create more income sources for teachers and schools, which can promote the development of local garment enterprises, improve economic benefits, achieve win-win results from all sides, and promote the prosperity and progress of regional economy.

3 Current situation of the teaching reform of “industry-teaching integration” of clothing major

The development mode of “industry-education integration” has become the consensus of teaching reform of relevant majors. However, due to the different development status of the garment industry in different regions and the development characteristics of different schools, although each school has achieved great results in the implementation of the teaching model reform of “industry-education integration”, it has encountered different development resistance. The following problems generally exist.

3.1 The setting of professional courses generally lags behind industry

Clothing industry is a “big fashion” industry integrating manufacturing, technology, culture, fashion, management, sales and other factors. The contents of many college clothing courses are out of line with the professional knowledge required by the industry, especially the courses with high utilization rate of modern science and technology. In the teaching of many courses, theory is valued more than practice,

knowledge is valued more than skills, and the learning time of the courses is not matched, so students can’t fully master technical knowledge and skilled operation. It is necessary to adjust the course content and time according to the particularity of the clothing specialty.

3.2 Unreasonable talent cultivation structure

There are various types of jobs in the clothing industry, but most students are only interested in fashion design and lack of awareness of the importance of other occupation in clothing industry. At present, less than 10% of board makers graduated from professional colleges and less than 6% have received systematic professional training^[2]. In fact, the job of the clothing board maker is very important. It is their responsibility to translate the ideas of the clothing designer into practical clothing styles. Most colleges and universities set up the major of fashion design in similar conditions. However, the training of talents in the fields of fashion pattern makers, fashion sample makers and clothing sales is relatively weak, and there is also a lack of necessary guidance.

3.3 The insufficient cooperation between enterprises and schools

Many colleges and universities actively carry out various forms of “production-teaching integration” with clothing enterprises, but there are many practical problems. First, the school’s hardware facilities are very limited, the basic conditions are insufficient and the utilization rate of students to the enterprise internship base is also very low. Some students went to the enterprise, but only a cursory glance and did not actually take the post internship. Second, enterprises are not profitable, and long-term cooperation is a drag on enterprises. Therefore, many school-enterprise cooperation is only formal or oral, and cannot establish a long-term mutually beneficial cooperation system. Third, various preferential policies issued by the government to support school-enterprise cooperation are difficult to be implemented, and relevant supporting facilities are not timely followed up, which resulting in the interests of enterprises cannot be effectively realized. Therefore, enterprises’ enthusiasm and active cooperation for school-enterprise cooperation are limited.

4 Suggestions on the implementation of the teaching reform of “industry-teaching integration” for the clothing major

The biggest reason for the wide popularity of the “industry-education integration” education model lies in that it attaches great importance to the cultivation of students’ practical ability, emphasizes the deep connection between the educational process and the production process of enterprises, promotes the joint development of technology research and development between schools and enterprises, which is to transform the achievements into productivity and achieve a multiple-beneficial situation. Based on this development requirement, the following suggestions are put forward for the teaching reform of “industry-teaching integration” of clothing major.

4.1 Build a curriculum system for matching job requirements

Curriculum system is the core of specialty construction. Actively cooperate with the industry enterprises to build a professional course system that reflects the requirements of the garment professional post and is based on the completion of typical work tasks^[3]. According to the logic of production work, rearrange the course sequence, change the actual work environment into teaching environment, change the work content, process, skills, norms and even post accomplishment into teaching content, improve the relevance and practicability between courses, and carry out the teaching integrating theory with practice in the simulation environment. For example, “dress design and production” was regarded as a typical work task of women’s dress design, and the requirements of enterprise projects were divided into courses like “dress design”, “dress structure” and “dress craft”. Teachers assign real enterprise requirements to students to practice and finish as their course assignments, and take the quality requirements of real enterprise projects as their homework requirements. By the end of the course, students have completed their final assignment, which is required for a dress design and development project for the company.

4.2 Jointly build a high-quality teaching staff crew

The key to the construction of integrated teaching faculty is to transform the training ability of teachers into the professional ability required by enterprises and the practical ability of enterprises into the training ability required by teachers. In order to build up a team of teachers suitable for the curriculum setting, college teachers and part-time tutors need to improve their

quality and level together. College teachers should go deep into enterprises, participate in technological development and product upgrading process, accurately grasp the actual situation of the garment industry, and constantly optimize the teaching content. In the process of cultivating talents with part-time enterprise teachers, professional knowledge can be used closely with the production practice, production results, joint development of the corresponding practice teaching material or other industrial projects, which both to improve enthusiasm of business mentor in participating in talent cultivation, production and education and to promote communication and fusion of two teams consisting of the school teachers and the enterprise.

4.3 Jointly build an experimental training base with complementary functions

Colleges and universities majoring in clothing should strive to build high-level laboratories that complement the functions of enterprises and are ahead of the development level of local industries. Besides fulfillment of teaching needs, they should actively attract enterprises to use them. Enterprises can move some product research and development rooms to the school and build school-enterprise co-built laboratories, so that students can accept the guidance of enterprise mentors without leaving the school, and achieve the goal of seamless connection between practical teaching and industry. At the same time, the enterprise should also become the off-campus practical education base for long-term cooperation with colleges and universities. A talent training center facing colleges and universities should be set up inside the enterprise, and experimental equipment and facilities should be shared and utilized, so as to realize the true open sharing.

4.4 Strengthen practical training and teaching process

In order to avoid the training link becoming a form, professional teachers and enterprise technicians should organize students to complete the production process of garment production including design, plate making, cutting, sewing and finishing. Taking garment sewing as an example, students are organized to rotate their work on the assembly line and to complete the preparation of process documents, production process card, assembly line site arrangement, receipt and delivery of raw and auxiliary materials in the early and middle stage under the guidance of workshop leaders. Through the contact with workshop director, technician, inspector,

equipment maintenance and other personnel, different job responsibilities and requirements are understood and a professional consciousness is gradually formed, in order to lay a foundation for the future related work.

4.5 Implementation of the “studio” system for group teaching

As the carrier of teaching process, “studio” can realize the integration of teaching content, classroom and practice^[4]. Students can be arranged into fashion design, jewelry design, plate making, leather carving, tie-dye, weaving, handicrafts, display, art photography and other studios according to their learning interests, specialties and abilities. The studio takes the research and development of new products as the main task, and assigns assignments in the form of individual cases. Teachers regularly discuss and communicate with students. The studio can independently research and develop new products or solutions according to the market for the enterprise to choose, and customize the product development according to the requirements of the enterprise.

4.6 Build a smooth communication and management platform

Universities and enterprises should establish information management platform to ensure the communication between them. A ‘talent sharing’ system need to be established and opinions of enterprise managers should be solicited in the course setting, practical training arrangement and other aspects of talent training program formulation. When enterprises accept students to practice in enterprises, they can get the chance to select graduates preferentially. “Resource sharing” mechanism should be established to allow enterprises to set their research and development

departments on campus and schools subject laboratories on enterprises, so as to realize open sharing and integrate the work tasks of enterprises into classroom teaching contents. Enterprises can also obtain the results of project-based teaching.

5 Conclusion

Clothing industry is an industry closely integrated with the development of the times. The “industry-education integration” of clothing major can not only promote the cultivation of high-quality talents, but also achieve a win-win situation, and promote the technological progress of enterprises, industrial transformation and economic development of the society. Further deepening the teaching reform of “industry-education integration” is an inevitable choice for the development of colleges and clothing industry.

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